

Every student's unique abilities,
dreams, and aspirations need to
be respected, confirmed and
supported.

"Never give up on any child"

"All my life I've always wanted to be
somebody, but I now see I should
have been more specific."

- Wagner 1986

"An Opportunity
Unknown is not an
Opportunity at all."

The deepest human
defeat suffered by human
beings is constituted by
the difference between
what one was capable of
becoming and what one
has in fact become.

- Ashley Montagu

There are
only two
lasting bequests
we can give
our children –
one is roots,
the other, wings.

Great Websites For Teaching Staff Relative to Career Education/Development

1. New PA Career Zone... www.pacareerzone.org
2. Pa Toolkit for CEW Standards...
www.pacareerstandards.com
3. Variety of Career Information for Classroom Instruction....
www.khake.com
4. Ohio Career Information System... www.ocis.org
5. Variety Of Career Information From American Career Resource Network ... www.acrnetwork.org
6. PA School Counselor website... www.pasca-web.org
7. Downloading PA Career Guide and Teacher's Resource Booklet... www.paworkstats.state.pa.us
(click on Products)
8. The "Real Game" series at ... www.realgame.org
Games for every grade level (grade 3-adult) teaching career exploration/research, work skills and character building. Call 1-800-700-8940 to order games and facilitator's kit, and call 772-461-4164 (Ethel Keeley ...ethelskeeley@earthlink.net) for on-line training.
9. Variety of free career info at www.pheaa.org ,
www.educationplanner.org , and www.aessuccess.org

BUILDING THE DREAM

1. EVERY STUDENT IS ENTITLED THE OPPORTUNITY TO RECOGNIZE, EXPRESS AND CULTIVATE THEIR UNIQUE AND PARTICULAR CAREER DREAMS.

2. CAREER DREAMS ARE CAPABLE OF BEING DEVELOPED AND STRENGTHENED THROUGH OUTSIDE NURTURING AND COACHING.

3. OUTSIDE NURTURING AND COACHING OF CAREER DREAMS ENABLES STUDENTS TO BE MORE PROACTIVE, SELF-DIRECTED AND MORE SELF-CONFIDENT ABOUT THEIR UNIQUE CAPABILITIES AND POSSIBILITIES.

SOME STUDENTS HAVE NO DREAMS OR DON'T KNOW HOW TO DREAM BECAUSE.....

- Don't know themselves
Unique talents, achievements, interests aptitude, etc.
- Don't see themselves as a positive force, a good person who can make a difference
- Don't have belief and faith in themselves
- Don't see or understand their options and possibilities
- Don't have outside help in "coaching" and positive role models in nurturing their dreams in connecting possibilities to the future

TEACHER/PARENT "COACHING SKILLS" IN HELPING STUDENTS TO MANAGE CAREER INFORMATION

Help Students To:

1. Not be afraid to dream **BIG DREAMS** about their future career possibilities....
FOCUS and build on strong areas.
2. Know themselves and be proud of their special uniqueness and contributions....
FOCUS on self knowledge, who they are, what they have to offer, likes and dislikes, strengths and weaknesses.
3. Know what their options are, which career possibilities appeal to them the most, and how to qualify for suitable learning and work opportunities....
FOCUS on the journey and not the destination.
4. Keep a positive attitude even when they face negative situations....
FOCUS on helping students see the best in themselves, others and in all situations.

5. Know how to Network....**FOCUS** on helping students access their allies and seek out adult "coaching" in support of their career dreams. Remind students not to procrastinate in asking for help and support.
6. Know how to face and deal with ***CHANGE***.... It is constant and may bring with it new opportunities. **FOCUS** on adaptability – the skill of making the best of every change and situation.
7. Know that learning is life-long. **FOCUS** on continuing adult education, re-training, and cross-training.

Thirteen Effective Practices for Implementing Career Development and the Pennsylvania Career Education and Work (CEW) Standards

The following are effective practices to use with all students for the implementation of the Pennsylvania CEW Academic Standards, emphasizing the importance of linkages to other initiatives. This document provides a starting point and provides a foundation upon which to begin a review of current practices and district needs.

1. **Facilitate integration within a variety of K-12 courses** (use CEW Crosswalks to identify linkages with other PA Academic Standards, children's literature, The Real Game Series, The Stock Market Game, The Developmental Guidance Classroom Activities, summer career camps etc.)
2. **Develop stand-alone courses** (e.g. half or full-year career education courses such as "Futures", "Foundations for Success")
3. **Establish employer partnerships** (Educator in the Workplace, Educator in the Classroom, Business/Education Coalitions)
4. **Provide opportunities for linkages to world of work** (analysis of labor market data, job shadowing, co-operative education, internships, apprenticeships, career expos, career days, classroom speakers and events, field trips)
5. **Integrate computerized career development software and web-based resources** (personality, interest or aptitude assessments, post-secondary planning resources, Paws in Jobland, Bridges.com, Education Planner, Career Cruising, Lancaster CTC's CEW resource, http://www.kids.gov/k_careers.htm)
6. **Institute career pathways model or career academies**
7. **Link career development with character education**
8. **Establish advisory and career-oriented mentoring programs**
9. **Provide systematic instruction in requisite lifelong learning and workplace skills** (linkages with economic and workforce development, soft skills, SCANS, job seeking skills, mini-courses, service-learning projects)
10. **Implement a career portfolio process** (Get a Life, electronic portfolio)
11. **Develop a career-based graduation project**
12. **Build curriculum and opportunities addressing entrepreneurship** (community-based entrepreneurship training centers, Junior Achievement, EconomicsPA, PA Free Enterprise)
13. **Establish a formal transition process for all students** (localized post-secondary education fairs, financial aid nights, job fairs, transition meetings, parent involvement seminars, community resources awareness activities)

More information about these items and the many resources within the "Toolkit" can be found at www.pacareerstandards.com

JOBS

My first job was working in an orange juice factory, but I got canned; couldn't concentrate.
Then I worked in the woods as a lumberjack, but I just couldn't hack it, so they gave me the axe.

After that I tried to be a tailor, but I just wasn't suited for it. Mainly it was a so-so job.

Next I tried working in a muffler factory but that was exhausting.

I wanted to be a barber, but I just couldn't cut it.

Then I tried to be a chef – figured it would add a little spice to my life, but I just didn't have the thyme.

Finally, I attempted to be a deli worker, but any way I sliced it, I couldn't cut the mustard.

My best job was being a musician, but eventually I found I wasn't noteworthy.

I studied a long time to become a doctor, but I didn't have any patients.

I became a professional fisherman, but discovered that I couldn't live on my net income.

Thought about becoming a witch, so I tried that for a spell.

I managed to get a good job working for a pool maintenance company, but the work was just too draining.

I had a job at a zoo feeding giraffes, but I was fired because I wasn't up to it.

So then I got a job in a gymnasium (work out center), but they said I wasn't fit for the job.

Next I found being an electrician interesting, but the work was shocking.

After many years of trying to find steady work, I finally got a job as a historian until I realized there was no future in it.

My last job was working at Starbucks, but I had to quit because it was always the same old grind.

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Ten Ways Schools Prepare Students
for the World of Work

Writing Skills *Master*

Speaking Skills

Teamwork Skills

Problem Solving Skills

Initiative

Working Under Pressure

Attention To Details

Time Management

Honesty

Love of Learning